

# Course Assessment– Part B: Your Results & Analysis

#429

Your Email \*

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu. RD 90 – Transformative Reading – 1094327 – Jenn Kamrar – Fall 2019

## Part B: Your Results

Students were 80%+ successful in my classes this term.

### DIRECTIONS

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. \*

#### Outcome #1

\*

Read regularly and identify, clarify, and/ or prepare for a complex reading purpose.

% of students who successfully achieved the outcome (C or above) \*

80% of students

#### Outcome #2 \*

Read accurately, including text composed of dense or long, complex sentences and paragraphs.

% of students who successfully achieved the outcome (C or above) \*

80% of students

#### Outcome #3 \*

Use strategies easily to pronounce and/or understand the meanings of unfamiliar words, including those found in a complex or dense text.

% of students who successfully achieved the outcome (C or above) \*

80% of students

## ANALYSIS

3. What contributed to student success and/or lack of success? \*

Each term I complete these assessments, the barriers to success remain the same -- each term, these barriers are non-cognitive. Students drop not because they can't do the work, but simply because they are unprepared to commit to something else in their lives. Students who are successful are successful because they have support -- familial, financial, etc.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. \*

At the conclusion of each term my students complete a self-evaluation rubric that assesses their work for the entirety of our time together; often, we agree on their successes and challenges. It's a wonderful opportunity that allows conversation and input from both teacher and learner. In it, they can't avoid taking responsibility for their own learning. It has become a cornerstone of my classes.

5. Did student achievement of outcomes

Yes

meet your expectations for successfully teaching to each outcome (question 4 from Part A) \*

6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? \*

I always allow my students the opportunity to give me open feedback -- whether in person, through email, or on their rubrics. With the conclusion of last term, I noted that it would have been beneficial to have more conference time with my students (one-on-one) just so that they feel consistently supported along the way.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

For the past nearly seven years, I have asked for Chrome books for my classes. I still think this would be very helpful.

8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. \*

I'm always making micro-adjustments to my teaching. While I understand the institution's need for our reflections in this way, this is more of a formality. For good teaching, I believe one need to reflect, assess, and adjust after each class session -- not just the conclusion of the term.

9. Describe how you explain information about course outcomes and their relevance to your students.

I include course outcomes in my syllabus, and review that with students. Each lesson reflects on each of these outcomes, of course, but they are often more implicit than explicit in our daily learning.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" - Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

CLO 1 +2: Students present their research "research roundtable" -- they must explain their research and its implications in their own lives and the world.

CLO 4: I'm always updating readings for students that reflect expanding cultural awareness. I've loved discussions resulting from Chimamanda Adichie's "Danger of a Single Story"

CLO 5: I have guided my students' research topics to respond to a greater world/environmental/community need. Their topics of choice are framed around how they may be able to respond to what the world needs and how they may improve it.

Created <b>27 Jan 2020</b> 3:43:38 PM	
PUBLIC	